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YORK COLLEGIATE INSTITUTE

FOUNDED 1873

A decorative element consisting of several thin, vertical, parallel lines of varying heights, arranged in a slightly irregular, totem-like pattern.

1934-1935

Catalogue

A decorative element consisting of several thin, vertical, parallel lines of varying heights, arranged in a slightly irregular, totem-like pattern.

YORK COUNTY ACADEMY

FOUNDED 1787

61ST ANNUAL CATALOGUE

York Collegiate Institute

CHARTERED 1873

York County Academy

CHARTERED 1787

SCHOOLS FOR GIRLS
AND BOYS FROM THE
KINDERGARTEN TO
COLLEGE

*"Every student should be active
not passive, alert, not dawdling
led or piloted, not driven, but
always learning the value of
cooperative discipline."*

ELIOT, CHARLES WILLIAM

1934-1935

SOUTH DUKE STREET
YORK, PENNSYLVANIA



The Faculty

WILBUR R. LECRON†

*A. B., A. M., University of Pittsburgh
Graduate Study, University of Pennsylvania*

HEADMASTER OF THE YORK COLLEGIATE INSTITUTE

PRINCIPAL OF THE YORK COUNTY ACADEMY

LESTER F. JOHNSON

MATHEMATICS

*A. B., Dickinson College
Graduate Study, University of Pennsylvania*

ACTING HEADMASTER

MASTER IN THE YORK COUNTY ACADEMY

ELIZABETH ANDERS

GREEK, LATIN

A. B., A. M., Radcliffe College

MASTER IN THE YORK COUNTY ACADEMY

LOIS REED MACLURE*

FRENCH

*Mus. B., A. B., Westminster College
Graduate Study, University of Pennsylvania
Five Years of Travel in Europe*

CHARLES W. YAUKEY

SCIENCE, MATHEMATICS

A. B., Ursinus College

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*A. B., A. M., University of Pennsylvania
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*A. B., Albright College
Columbia University*

JOSEPHINE NILES MCCLELLAN

HYGIENE, BIBLE

A. B., Bryn Mawr College

FLORENCE TRAIL DAVIDSON

ENGLISH, FRENCH

A. B., Hood College

INTERMEDIATE SCHOOL

LOIS JORDAN BELL


PRINCIPAL

Columbia University

†On leave of absence

* Resigned

| | |
|---|------------------------------|
| HELENA ELIZABETH BRILLHART | ASSISTANT |
| <i>Millersville State Teachers College</i> <i>Pennsylvania State College</i> | |
| IVY CLAIRE COOPER | ASSISTANT |
| <i>West Chester State Teachers College</i> <i>Columbia University</i> | |
| SARAH THRONE | PRIMARY ONE |
| <i>Millersville State Teachers College</i> <i>Russell Sage College</i> | |
| DOROTHY JENKINS | KINDERGARTEN |
| <i>Oberlin College</i> | |
| CLARA BELLE WELSH | ART |
| FLORENCE RAMER | SCHOOL NURSE |
| ELVA HEATHCOTE | PHYSICAL EDUCATION FOR GIRLS |
| <i>The Castle School</i> | |
| ARCHIE W. McVICKER | PHYSICAL EDUCATION FOR BOYS |
| <i>B. S., Temple University</i> | |
| EDITH FLAY | LIBRARIAN AND SECRETARY |



School Calender

1934

| | |
|----------------|---|
| APRIL 14 | <i>Saturday</i> , Founder's Day |
| MAY 22-25 | <i>Tuesday</i> , Senior Examinations |
| MAY 28-JUNE 1 | <i>Monday</i> , Final Examinations |
| MAY 30 | <i>Wednesday</i> , Memorial Day |
| JUNE 3 | <i>Sunday</i> , Sermon to Graduating Class |
| JUNE 4 | <i>Monday</i> , Class Exercises, 8 P. M. Alumni Luncheon, 12 Noon |
| JUNE 5 | <i>Tuesday</i> , Commencement, 4 P. M. |
| JUNE 15 | <i>Friday</i> , Vacation Begins |
| JUNE 18-23 | College Entrance Examinations |
| SEPTEMBER 11 | <i>Tuesday</i> , Faculty Meeting, 2 P. M. |
| SEPTEMBER 11 | <i>Tuesday</i> , Examinations for Removal of Conditions—New Students |
| SEPTEMBER 13 | <i>Thursday</i> , School in All Departments, 8:30 A. M. |
| NOVEMBER 28 | <i>Wednesday</i> , Thanksgiving Vacation begins, 3:30 P. M. |
| DECEMBER 3 | <i>Monday</i> , Thanksgiving Vacation ends, 8:30 A. M. |
| DECEMBER 17-19 | First Term Examinations |
| DECEMBER 19 | <i>Wednesday</i> , Christmas Carols, 2 P. M. Christmas Vacation begins, 3:30 P. M. |

1935

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|---------------|---|
| JANUARY 3 | <i>Thursday</i> , Christmas Vacation ends, 8:30 A. M. |
| FEBRUARY 22 | Week-end Holiday |
| MARCH 20-22 | Second Term Examinations |
| MARCH 22 | <i>Friday</i> , Vacation begins, 3:30 P. M. |
| APRIL 2 | <i>Tuesday</i> , Vacation ends, 8:30 A. M. |
| APRIL 14 | <i>Sunday</i> , Founder's Day |
| MAY 21-24 | <i>Tuesday</i> , Senior Examinations |
| MAY 28-JUNE 1 | <i>Tuesday</i> , Final Examinations |
| JUNE 2 | <i>Sunday</i> , Sermon to Graduating Class |
| JUNE 3 | <i>Monday</i> , Class Exercises, 8 P. M. Alumni Luncheon 12 Noon |
| JUNE 4 | <i>Tuesday</i> , Commencement, 4 P. M. |
| JUNE 14 | <i>Friday</i> , Vacation begins |
| JUNE 17-22 | College Entrance Examinations |

*Nisi Dominus aedificaverit domum, in
vanum laboraverunt qui eam aedificant.*



THE MAIN BUILDING



SORORITY GIRLS ENJOY TEA IN NEWLY FURNISHED ROOM

Historical Sketch

YORK COLLEGIATE INSTITUTE

ON April 14, 1873, Samuel Small (1799-1885), one of York's outstanding philanthropists, convened a meeting of a number of his fellow-townsmen and outlined to them a plan which he had formulated for the establishment of a new institution of learning in this community. His reasons for so doing, as well as the character of the school proposed, are best expressed in his own words:

"Deeply impressed with the importance for increasing popular facilities for intellectual and moral culture, and especially solicitous for the Christian education of youth, in this region where Providence has cast our lot,—we desire in this way to lay the foundation of an institution for the purpose of instructing young persons not only in the ordinary branches of literature and science, but also, and especially, in regard to the great business and end of life."

The minutes of this meeting state that consultation was had as to an appropriate name for the institution, and that "the name agreed upon was York Collegiate Institute." This meeting, then, marks the foundation of the school; and ever since that time, April 14th has been observed and appropriately celebrated as "Founder's Day."

Later in the same year, upon petition of Mr. Small and his associates, a charter was granted to the institution, under the name adopted, by the Court of Common Pleas of York County, Pennsylvania; after which, Mr. Small and wife conveyed to the corporation the present tract of land occupied by the Institute, located at South Duke Street and College Avenue, in the City of York, together with a large and fully-equipped building which he had erected thereon, and provided the school with a liberal endowment.

The doors of the school were opened for the admission of students and the beginning of educational work on Monday, September 15, 1873; and, on November 3 following, dedicatory services were held in the Hall of the Institute before a large and

distinguished audience. Thus, the school was formally launched upon its career of useful existence.

During the night of December 7, 1885, less than five months after the death of the venerable founder, the school building provided by his bounty was totally destroyed by fire; the present larger and more modern structure being erected shortly thereafter, upon the same site, and fully equipped, through the generosity of Messrs. George Small, W. Latimer Small and Samuel Small, nephews of the founder, as a memorial to their distinguished uncle.

While ever aiming at the highest scholarship, the management of the school, in its more than fifty years of existence, has never neglected the cultural and moral side of learning, and has endeavored to fulfill the design of the founder "that the great object of the enterprise proposed is the promotion of sound Christian education."

THE YORK COUNTY ACADEMY

ON September 20, 1787, The Rector, Churchwardens and Vestrymen of the Protestant Episcopal Church of St. John at Yorktown was incorporated by the Legislature of Pennsylvania as the result of a petition setting forth, among other things "that the members of the said Protestant Episcopal Church formerly in communion with the Church of England had erected and built a convenient church on a lot of ground on Beaver street in the said town and that they had nearly finished and completed a parsonage house and a large and extensive school house upon the square on Beaver street opposite the said church." This charter provided that certain revenues of the corporation should be appropriated "for the maintenance, support and salaries of a proper number of masters and teachers to be elected and appointed by said rector, churchwardens and vestrymen or their successors or a majority of them from time to time for the instruction and education of youth in the learned and foreign languages, reading and writing English, the mathematics and other useful branches of literature in the said school house now called 'The York Academy.'"

In 1799 a tender was made by the church authorities to the Legislature "of a large, convenient two story brick building in the said town, situate in Beaver street, forty-eight feet front and sixty feet in depth, together with the lot of ground whereon the same is erected, which hath been occupied for several years as an Academy or school house, in order that the same may be appropriated for a public school for the County of York." The Legislature, by Act of Assembly passed March 1st, 1799, accepted the tender;

created a self-perpetuating corporation of twenty-one persons under the name of The Trustees of the York County Academy; transferred to the new corporation the title to the building and lot; prescribed certain regulations for the conduct of the school; and authorized the payment to the new institution of two thousand dollars as an endowment.

The new corporation thereupon took over the conduct of the school and maintained it until the close of the academic year 1928-9, when by joint action of the two corporations a reciprocal teaching agreement was entered into whereby it was provided that the York County Academy should thereafter be maintained in the buildings of the York Collegiate Institute and that certain advantages should be enjoyed reciprocally by the students of the two institutions.

During its career the Academy numbered among its instructors a number of famous men, among them Robert Adrian, eminent mathematician; Samuel Bacon, graduate of Harvard, teacher, officer in the Marines, minister and missionary; Thaddeus Stevens, father of the common school system of Pennsylvania; and Daniel Kirkwood, famous astronomer.

Unfortunately, a list of the former students of the Academy is not obtainable, but such a list would contain many well known names. For many years both boys and girls were admitted to the school, but in 1870, the "female department" was abandoned.

Office Hours

The Head Master and Principal may be seen personally at the schools from 9:00 A. M. to 12 M. and from 1:30 to 4:30 P. M. on any school day; and at other times by special appointment.

During the summer vacation a representative of the schools may usually be found in the office from nine to twelve each morning, or at other times by appointment.

The buildings are open to visitors throughout the day.



Principles

THE YORK COLLEGIATE INSTITUTE and THE YORK COUNTY ACADEMY are College Preparatory Schools. The courses prepare students for all colleges and scientific schools, and furnish a basis in the liberal disciplinary studies. The Curriculum is divided into the Primary, Intermediate, and Upper Departments. The Primary Department includes the Kindergarten and grades one and two; the Intermediate Department includes grades three through six; and the Upper School includes grades seven through twelve. Throughout the Primary and Intermediate Departments the courses are substantially the same and comprise a thorough drill in the fundamentals of Reading, Writing, Spelling, Arithmetic, History, Geography, French, and Art. The work in the last four years of the Upper School is directed specifically toward the programme that a student is to pursue after graduation. As explained in another section of the catalogue, the courses offered are: the Classical, Scientific and English. No later than the beginning of the Fourth Form the administration should know the name of the college or scientific school a student intends to enter. In this way the parents and the authorities of the school will be certain the student is carrying the proper courses.

Education is looked upon as growth, as an enrichment of experiences, as an enlargement of human worth and values. It endeavors to use the school environment and the school subjects of instruction as a means of presenting situations that will give practice in right thinking, right emotional responses, and right acting. To realize this purpose, it aims to have the students not only acquire much knowledge, but to the fullest extent practicable apply it or interpret it in some meaningful way.

It recognizes individual differences and respects the right of the individual to develop in harmony with the best there is in him; always, of course, with full respect for the rights and interests of others.

In brief the school is a place where cooperative living can be practiced under experienced leadership, where self control can be exercised, where consideration of problems of concern to the general good can be demonstrated daily in life situations, and where an attempt is made to nurse and develop the best qualities of each student.

It is the belief of the school that the greatest effectiveness can be attained only by intellectual and sympathetic responses from parents and students to the efforts of those responsible for the administration and instruction of the school.

It encourages students to use their own initiative and creative ability, and to form their own decisions upon carefully considered evidence.

THE INDIVIDUAL

Provision for individual difference is essentially a foundation of the school. Probably of first importance is the school's distinctly human attitude toward its students. The question in mind at all times is—How can we use the school situation and the materials at hand in order to bring out the best abilities in this individual? The answer to this question may sometimes seem to make the path a little easier; it may make the going more difficult. No one can give the answer in advance. It takes much study and time to find it. What ever the policy adopted, the purpose is the same.

The school attempts to *know* each individual. When the students first enter school they become individuals of small enough groups for the teacher to make daily observations of their personal and social behavior traits, and yet large enough to offer the challenge for endeavor.

Various tests are used throughout the school in order to secure additional evidence concerning the individual. *No test is ever considered proof of anything.* Scientifically constructed tests, however, are found to be very helpful in furnishing data of an impersonal and objective nature. The teachers make a careful tabulation of the results of the studies on a complete report form. This form never leaves the school, and is never shown to anyone except the parents of the individual. *Parents are greatly urged to visit the school and discuss problems with the principal and the teachers.*



General Regulations

ADMISSION

UPPER SCHOOL. In order to enter the First Form of the Upper School the applicant will be examined in the several subjects—Spelling, English, Reading, Arithmetic, Writing and Geography.

For admission to higher forms the applicant will be examined in those subjects which are necessary for classification.

INTERMEDIATE DEPARTMENT. Usually boys and girls eight or nine years old, with two or more years of school work, are admitted to the Intermediate Department. For proper classification it has been found advisable to give several examinations. The entrance examinations are held on Monday, Tuesday and Wednesday prior to the opening of school in September.

THE PRIMARY DEPARTMENT includes the Kindergarten, and Grades One and Two. The classes are small in these grades and the pupils are taught to work and play in a wholesome, stimulating environment free from annoying interferences.

TUITION FEE

The endowment funds of the Institutions render it possible to charge a nominal tuition.

The rates per year are as follows:

| | |
|-------------------------|----------|
| Kindergarten | \$ 70.00 |
| Primary Department | 108.00 |
| Intermediate Department | 162.00 |
| Upper School | 212.00 |
| Laboratory Fee | 6.00 |
| Diploma Fee | 10.00 |
| Locker Rent | 1.00 |

There is a reduced tuition fee of \$112.00 per year for clergymen, children of clergymen, and holders of Coleman Scholarships.

As a convenience, the tuition is made payable in two equal installments, one in September at the opening of school, the other on February first following.

The students supply their own books and stationery. These may be obtained at the school at cost.

The School makes arrangements with sporting goods dealers whereby the students may be supplied with uniform equipment for the various sports at the lowest rates.

Students are received at any time during the year, but no allowance is made for absence before November first. When a student voluntarily leaves school before the end of the term, or is suspended or expelled, no refund will be made.

TRANSPORTATION

For the younger children, the school operates a bus, the charge being one dollar per week. Commutation tickets may be procured at a reduced rate from the railroads and suburban electric lines for the students.

BANK DEPOSITS

A deposit of \$10.00 for each student above the third grade must be made to the school bank at the beginning of each term to provide for the cost of supplies. Each student keeps a check book and draws against his account. This plan encourages economy of material and will promote thrift. Parents are urged to inspect check books each month and to make additional deposits as the child's needs require it. The school will also exercise close supervision over each student's account.

MARKING CLOTHING

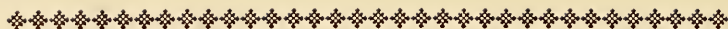
As a convenience we ask that all clothing and personal property be plainly marked.

TUTORING

The policy of the schools is to limit as far as practicable special tutoring. All arrangements for tutoring must be made through the school office.

GRADUATION

Those students, who have shown themselves worthy of the distinction, and have obtained the sixteen credits stipulated in the course of study, will be given the school diploma. The diploma fee is ten dollars.



Organization

For the purpose of close supervision the school is organized into the three divisions: The Primary Department, The Intermediate Department, and the Upper School. The divisions are made only for efficiency in the work. The entire school is a single educational unit.

For the normal child thirteen years are required to complete the entire curriculum, from the Kindergarten to College, however some students are able to save a year or more through the flexibility of our system and the efficiency in the work. [In general it is the policy of the school to enrich rather than shorten the course for gifted students. A very few students, because of mental or physical conditions, may find it necessary to take an additional year to complete the work in a satisfactory manner.]

The Kindergarten

The Kindergarten is a place especially prepared and equipped for the child when he takes his first steps from the home as a separate individual. It is planned to bridge the gap between the home and the traditional first grade; and it is designed to give him pleasure and satisfaction by supplying him with the proper play materials, and with the opportunities for activities which meet the instincts and tendencies so strong at this period of the child's life, and so essential to his development and growth.

Since play is one of the child's greatest instruments of acquiring knowledge, the method of constructive play, not amusement, is employed. The subject matter upon which the constructive play is based is taken from the home, the life of the community, sources of food and clothing, stories, songs, plays and games. Great care is always exercised that the activities shall be closely related to the child's own interests, and not arbitrarily imposed. The child's needs and desires for activity are recognized and met.

Into this environment come many types of children, the aggressive, the shy, the precocious, and the backward child, but in each case the whole child comes and brings with him his particular behavior and problems. We know that some tendencies are to be cul-

tivated and encouraged, some are to be modified and changed, while others are to be checked or entirely inhibited. We seek to find what point of development each child has reached socially, mentally, and physically, then to supply the proper stimuli, and having done this to permit him to grow happily and peacefully. Nowhere else does the child find such opportunities to help toward harmonious social development. His growing interests and occupations force him to ask the assistance of his friends, while in turn he is asked to give it. These are his first lessons in leadership and coöperation. In his effort to move freely and happily about, day after day, among many children, and to enjoy their approval, he learns much self-control. He learns that at all times he must be considerate and play fair.

MENTAL GROWTH

During this period in the Kindergarten his intellectual development is being nurtured, and he steadily grows in ability to use language. During his daily experience he must exchange ideas with his friends, must often persuade them to do as he wishes. Opportunities are given to describe a favorite game, tell a story, or explain his work. In this way he increases his learning by adopting ideas of his playmates through stories, songs, and personal contacts. The more and more he imitates and plans, executes those plans, and judges the finished product the more he develops. "In toto" it involves a growth in accurate observation, concentration, and attention.

The physical needs of the child are not neglected. He is given a physical examination and constantly supervised by an expert to protect him from undue handicaps. He is given space, fresh air, outdoor play and sunshine. Ample opportunity not only for great activity but also for rest and relaxation is given in the daily rest period. His attention is called to good health habits. He acquires physical coördination and skill through games, exercises, and the use of materials and tools. The physical defects are noted, and an effort is made to coöperate with the home in their correction.

The rhythmic work is designed to develop muscular control and grace; and to help the child to learn to use the whole body to express ideas and feelings. The process is gradual—walking, marching, running, skipping, jumping, dancing, bowing, and clapping hands. The "make believe" element which manifests itself at this

time in children being toys, animals, birds, and different characters is utilized very profitably.

Some of the activities of the year have been the making of animals, planning the zoo, parties for holidays, presentation of original stories, composing of letters, making a post office, or a store, making pictures, and a visit to the market.

First Grade

Although, in the beginning of the first grade a child's interests are almost the same as those of the kindergarten, and may change with the passing wind, yet, for an hour or more his "center of interest" is a series of activities from which he gains the foundations for school work.

THE READING

The reading is closely related to the activity work. The first reading lessons are based entirely on activities and the child's experiences. As the children gain skill in reading the transition is made to the story and the book. Charts, leaflets, and selections from many good books are available. Individual difficulties and the development of good reading habits are given much attention. The children are not restricted by the members of the group, but they are encouraged to read many stories from good books.

NUMBER WORK

The abstract numbers are not taught before the second grade. Wherever the occasion arises concrete number exercises are capitalized. The telling of time, the value of money (the penny, the nickel, dime, quarter, and half-dollar) contribute to the child's knowledge of numbers. The numeral is associated with the object, and the children learn the sequence of numbers from 1 to 100. Simple problems in addition and subtraction through ten are learned.

SPELLING

Many words found in the daily work and the reading are added to that portion of the word list assigned to the first grade. The children think of a word in four ways—how it looks, how it sounds, how we speak it, and how we write it.

The children learn to form the letters, to write simple words, and to compose a letter to a friend. Games are a definite part of the daily schedule.

Second Grade

The reading of the second grade is a continuation of the work learned in the first year. In addition to several basic books there are a large number of good story books in the children's library to acquaint the children and to develop a love for the best stories and poetry. Difficulties are diagnosed and remedial measures are given.

NUMBER WORK

The children through a series of class activities learn simple comparison, measurements, computations and the counting by 10's, 5's, 2's, 3's, and 4's to 100. The beginning of multiplication and division, the simple fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and Roman numerals to 20 are offered.

THE SPELLING

The spelling consists of many words found in the daily work, and that portion of a standard word list assigned for the second grade.

The nature study, art, music, and gymnasium are related to the units of work offered during the year. The cultivation of courtesy, good manners, and the elementary principles of citizenship are emphasized during these years.

During the first and second years the children are given many opportunities through short stories, activities, and class projects to express their thoughts.

The Intermediate Department

In the Intermediate Department are the children of grades three, four, five, and six. The children in these grades are unusually impressionable. They have developed a decided loyalty to each other, to the school, and to the group. In the higher grades of this group the desire to reconstruct, the period of "make-believe," the desire to seek an explanation for happenings, and the age of hero worshippers appear and are capitalized for the development of the child. Through group activities emphasis is placed upon cooperation, courtesy, generosity, and self-control.

READING

In addition to the Elson Readers, the Bolenius Readers, and the Child Library Readers the children are encouraged to read many stories from good authors. In the early grades disabilities are

diagnosed, and remedial measures are taken under the guidance of a teacher. Emphasis is placed on both the oral and silent reading, with much attention given to the method of study, and to the presentation of information. In the upper grades enunciation and articulation are emphasized in the oral reading; accuracy, speed and comprehension are stressed in the silent reading. Word study is confined to stems, suffixes and prefixes.

ARITHMETIC

The Pilot Arithmetic, Books I and II, and the Arithmetic workbooks 3, 4, 5, and 6 are used. In the third grade we review the number combinations taught in the second year, and gradually add to those until we have taught the simple combinations in addition, subtraction, multiplication and division. In the fourth grade we teach long division, multiplication by more than two numbers, simple fractions, and reading problems. In the fifth grade drill is provided to increase speed and accuracy in the four fundamental processes. Skill and accuracy are developed in the solution of practical problems of two steps. An effort is made to establish the habit of estimating and checking all work. In the sixth grade fractionals, decimals, tables, the keeping of accounts, the finding of measurements and areas are taught.

SPELLING

The series, "Spell to Write," is used. The spelling course in each grade consists of words needed in written and oral work selected from a standard word list. We aim to develop a spelling conscience and a spelling consciousness, and to develop habits of correct pronunciation and enunciation. The pre-test method is used. An attitude of self examination and personal responsibility is encouraged.

WRITING

Legibility and neatness, coupled with proper posture are stressed in all grades. Individuality is not discouraged. The Palmer Writing System is used.

SOCIAL STUDIES

The basic books are Founders of Our Nation, Makers of Our Nation, and American Beginning in Europe. A simple story of the development of our civilization in an effort to make the

children conscious of the changes, and of our indebtedness to the people of this and other lands, who have struggled to better the living condition is studied in the earlier grades. Colonial life, the contributions of leaders, the western expansion, the important inventions, and their influences on later times are studied in the higher grades. The children become book-minded and endeavor to gather information on topics in our library.

COMPOSITION

Children are interested in telling or writing their experiences. The subjects for compositions are chosen, as far as possible, according to the interests of the children. In the early grades the simple rules of punctuation are emphasized; in the upper grades paragraph study, the arrangement of the composition, letter writing, phrasing, descriptions, biographies and poems are emphasized. An effort is made to have the children realize the necessity of using good English. A full rich vocabulary is developed.

LITERATURE

Stories and poems adapted to each grade are presented as a means of stimulating an interest and an appreciation of good literature. Poems are read, memorized and illustrated. Original poems are composed and frequently set to verse. Plays are written and dramatized. Sometimes these plays are presented in assembly or printed in the school paper published by this department. Poems are analyzed to get their general spirit and their special merits, such as character portrayal and word pictures.

GEOGRAPHY

A Geography for Beginners, and Human Geography, Books I and II, are used as basic books. A score of books could not present the whole of Geography. We use a process of selection, trying to assist the pupil to understand man and his relationship to the earth, which is his home. Map study, clay modelling, and notebook work are used. The children are taught the different continents by means of regions.

NATURE STUDY

Some of the topics studied by the children are: leaves, nuts, seeds, methods of seed distribution, wild flowers, native animals, birds, seasonable topics, and trees. Hikes are frequently taken to study them in their native state.

ART

A study of color as developed with crayons, water colors, and color paper is made in the lower grades. A study of lettering, poster work, free illustrating, simple designs is made in the upper grades with the aim to create a love of art and to strengthen imagination and originality.

MUSIC

To develop an interest in good music the children study scales, rote songs, and the lives of great musicians.

The Upper School

The Upper School is divided into six grades known as Forms. All pupils are required to take the courses offered in the First and Second Forms. The courses offered from the Third through the Sixth Form are not only to prepare for entrance to any college or university, but also to offer the pupil a liberal educational training. Although the diploma is awarded to the students who have completed sixteen credits, we encourage the students to complete as many as nineteen or twenty credits. Emphasis at all times is placed upon the quality of work that is done.

THE ENGLISH COURSES

The work in the English courses may be classified as follows: First, those experiences which develop the creative side of the student; and second, those which develop the appreciative side—Composition and Reading. Through an organized program of oral and written composition the students are given every incentive to write correctly, effectively, and creatively. The school paper provides an outlet for originality in writing, for developing the ability to express thoughts in a clear, concise, forceful way, and for developing the organization of ideas. Organized drill exercises for punctuation, capitalization, phrasing, sentence structure, paragraphing, and letter writing are a part of each course. Dramatization, assembly programs, and other similar activities are used as further means of expression and provision for individual interests. In the Upper Forms the students are given every opportunity for more intensive work in the field of literary study. Emphasis is placed on standards of appreciation.

The text books used in the Forms are:

- Form I —Essentials of English, Pearson and Kirchwey; Literature in the Junior High School, Bolenius, Book I.
- Form II —Essentials of English, Pearson and Kirchwey; Literature in the Junior High School, Bolenius, Book II.
- Form III—Ward, Sentence and Theme; Literature and Life, Book I; Dickens, A Tale of Two Cities; Shakespeare, Merchant of Venice; Homer, Odyssey; Irving, The Sketch Book. Oral and Written Themes.
- Form IV—Ward, Sentence and Theme; and Literature and Life, Book II.
- Form V —Literature and Life, Book III. Essentials of English, Adams.
- Form VI—Literature and Life, Book IV; Introduction to Literature, Boas and Smith; Argumentation and Debate, Reeves; Macbeth, Shakespeare; Minor Poems, Milton; Life of Johnson, Macaulay; Essays, Emerson.

THE SCIENCE COURSES

Elementary Science is a required course in the First and Second Form. The content of the course varies from year to year with the student's interest. Topics such as: heating, light, ventilation, the source of water supply, fundamental laws of health, personal hygiene, foods, digestion, and weather are presented.

The course in Biology covers the requirements for the College Entrance Examination Board. Emphasis is placed upon the application of Biology to human welfare. Laboratory exercises and reference work are used throughout the course. The text is General Biology, Smallwood.

The course in Chemistry is required in the Scientific course, and includes a study of all preparations and properties of inorganic elements and their compounds. Local chemical plants are visited. In addition to the above list, many experiments in qualitative analysis are completed. Text is Elementary Chemistry, Brownlee.

The course in Physics is strictly college preparation in character, although a non-college student will derive much benefit. The text is Practical Physics, Black and Davis.

THE MATHEMATICS COURSES

In the First Form the students solve many practical problems on the application of percentage, graphs, mensuration, and thrift. Standard drills are used to assist in obtaining a mastery of the fundamentals. The text is Hamilton's Arithmetic, Book VII.

In the Second Form the students make a thorough review of the topics studied in Arithmetic, and through practical problems we gradually introduce negative numbers, the four fundamental processes in Algebra, and the simple equation. The texts are Hamilton's Arithmetic, Book VIII; Standard Algebra, Milne and Downe.

In the Third and Fourth Forms the students make a complete study of Algebra through problems of practical importance. The following topics are studied: Formation and evaluation of formulas; fractions, factoring, graphs, simple equations, simultaneous linear equations, ratio and proportion, exponents, radicals, quadratic equations, logarithms, variation, the binomial theorem, arithmetic and geometric progression, and trigonometric functions. The text is Standard Algebra, Milne and Downe.

In the Fifth Form Avery's Plane Geometry is completed. Emphasis is placed on the learning of theorems which are recommended in the 1923 report of the National Committee on Mathematics, and on the solution of many original exercises.

In the Sixth Form Plane Trigonometry, Solid Geometry, and a Review course in Algebra are studied. The College Entrance Examination Board requirements are met in each course. Texts are Solid Geometry and Plane Trigonometry, Wentworth and Smith; and Review Algebra, Rivenburg.

THE SOCIAL SCIENCE COURSES

The Second and Third Form student is beginning to develop a civic consciousness, and an awareness of his environment that leads to an interest in affairs both national and international, past and present. The courses aim to foster this interest, to develop an intelligent attitude toward historical events, and to guide the pupil in a broad interpretation of them. Current events are a distinct part of each course.

In the Second Form the students make a study of the History and the Geography of our country. A geographic work-book serves as a guide and supplements the text book, Exploring American People, Casner and Gabriel.

In the Third Form the student studies the nations; first, from a geographical standpoint; second, a historical; and third, a commercial, with particular reference to their relationship to the United States.

The students of the Fourth Form trace man's cultural and political progress from the dawn of History to the Middle Ages. The beginnings of our own civilization are traced through the rise and fall of the Oriental governments. A few of the books used are—Botsford's, Webster's, Breasted's and Morey's.

In the Fifth Form the cultural development is continued through English History which gives us the background of our own national history, the story of the growth of democratic government.

The student of the Sixth Form studies the history of our country with an emphasis on "Why did it occur?" The text book used is History of American People, Muzzey. In addition to the requirements of the College Entrance Board many supplementary topics are studied in each course.

THE LATIN COURSES

The study of Latin is begun in the Second Form, and may continue through the Sixth Form. There is a two-fold motive; first, that a real appreciation of the subject may be developed; second, that a successful preparation may be made for the college entrance requirements, whether by certificate or College Board Examinations. The grammatical technique of the language is systematically studied each year. Believing that the real test of Latin is the ability to translate ordinary Latin, there is a constant stress given to vocabulary and drill in sight translation. The texts and supplementary books are:

Second Form—Gray and Jenkins, Latin for Today, Book I.

Third Form—Gray and Jenkins, Latin for Today, Through the Helvetian War, Book II.

Fourth Form—Gray and Jenkins, Latin for Today, Book II. Baker and Inglis, Composition, Part I. Fabulæ Faciles.

Fifth Form—Third Year Latin, Harrington-McDuffee; Baker and Inglis, Composition, Part II.

Sixth Form—Virgil and Other Poets. The Æneid Books I through IV and VI. Ovid's Metamorphoses—Pyramus and Thisbe, Midas and the Golden Torch, Dædalus and Icarus, Orpheus and Eurydice. Ovid's Tristia—Autobiography, Last Night in Rome. Selections from Catullus and Horace. Baker and Inglis, Composition, Book III.

THE FRENCH COURSES

The general aim of the French course is to develop the oral and aural abilities of the student, along with the development of the ability to read and write French correctly, and with some degree of ease and pleasure. The students are required, through reading, to gain sufficient background to understand and appreciate the history and geography of France, and the development of French literature. The text books are:

French I —Camerlynck's France, Book I
Si Nous Lisions, Cochran

French II —Camerlynck's France, Book II
Passarelli Aventures de Renard

French III—The Phonetic Chardenal
de Sauze Sept Comedies Modernes
Contes Gais

French IV—Le Chavalier de Blanche fleur
La Grammaire and Le Baron de Fourchevif,
Labiche
Monsieur Perrichon
Les Trois Mousquetaires, Strubles

French V —French Grammar Review, Schwartz
Les Miserables, Hugo
Tartarin de Tarascon
Aimer quand Meme, La Brente
Le Comte de Monte Cristo
French Idioms, Blanchard

French VI—Practical French Composition
Les Silences du Colonel Bramble, Maurois
Le Roi des Montagnes, About
Jettatura
Cyrano de Bergerac, Rostand
French Idioms, Blanchard

THE COURSES IN GERMAN

German Grammar, Lange.

German is offered as an elective for students who are entering a college which requires a second modern language. The course prepares for the college entrance examination in second year German.

THE COURSES IN GREEK

There is a two fold purpose in the study of Greek; first, that a real appreciation of the subject may be developed; second, that a successful preparation may be given for the college entrance requirements, whether by certificate or College Board Examination. Careful attention is given to drill in declension and conjugation, oral and written exercises in translation, and study of the grammar and prose composition. The texts are—

Greek I—An Introduction to Greek,
Corsby and Schaeffer

Greek II—Selections from Herodotus, Barbour
Selections from The Iliad for supplementary reading.

THE COURSES IN BIBLE

Old Testament stories as history and literature emphasizing the influence of these stories upon our English speech and thought are taught.

THE COURSES IN HYGIENE

A knowledge of the structure of the body and of those rules which should be followed in order to give the body the best opportunities for development and for health is included.

The corrective exercises, which are discussed during the hygiene course, are given in the physical education classes to those students whose physical condition require them.

The students are taught the use of the gymnasium apparatus, and the students who show proficiency in the course are given an opportunity to appear in the annual gymnasium exhibition.

OUTLINE OF PRESCRIBED SUBJECTS FOR GRADUATION

FORM THREE TO FORM SIX

Required in All Courses

| | | |
|--------------|---------|-----------------|
| English | 4 units | Spelling |
| Algebra | 2 units | Correct English |
| Pl. Geometry | 1 unit | Pub. Speaking |
| History | 1 unit | Bible |
| Science | 1 unit | Gymnasium |
| <hr/> | | |
| Total | 9 units | |

Additional Units Must Be Added as Follows

Classical Course

| | |
|-----------------|----------|
| Latin | 4 units |
| Modern Language | 2 units |
| Elective | 1 unit |
| <hr/> | |
| Total | 16 units |

Scientific Course

| | |
|-------------------|----------|
| Language | 3 units |
| Solid Geom. Trig. | 1 unit |
| Science | 1 unit |
| Elective | 2 units |
| <hr/> | |
| Total | 16 units |

English Course

| | |
|-----------|----------|
| Language | 2 units |
| Electives | 5 units |
| <hr/> | |
| Total | 16 units |

Physical Training

THE work in this department is in accord with the recommendations of the Health Department. Regular physical training is required of all students above the second grade. Students whose physicians advise them not to take regular gymnastics or enter strenuous games are asked to follow the special exercises prescribed by their physician. Being a co-educational school the physical training is placed under the two headings: Physical Training for Girls; Physical Training for Boys.

FOR GIRLS

At the beginning of the year the girls are divided into the two groups: the white, the orange. Each group has its teams which compete with the teams of the other group in hockey, tennis, basketball, and field day events. Each Spring the school holds a Tennis Tournament for the Girls, and the girl who wins the Singles is given a silver cup. During the Winter Term the girls play a series of games in addition to the regular exercise in gymnastics. The girls have had a very successful varsity team which competes with teams from similar schools.

Each Spring Term the girls hold a field meet and the student making the largest score is awarded a silver cup. In May the girls of the entire school participate in May Day Exercises.

FOR BOYS

The physical training of the boys includes participation in the regular gymnastics work, organized games, and special prescribed exercises. During the Autumn all boys who are able to participate, are organized under teachers and taught football. The varsity and second team have schedules with teams of similar schools. The smaller teams have a series of games between the different groups, and usually play one or two games near the end of the season with a small team in another school.

During the Winter term the boys who do not make the varsity team, are divided into groups, and each group has its team. The

different groups are organized into a league, and each member of the league plays a series of games with the other members of the league.

During the Spring Term the boys devote their time to track, baseball and tennis. Here, again, the boys are divided into groups for competition.

STUDENT ORGANIZATIONS

THE PHI SIGMA SOCIETY, which dates from the beginning of the school, is maintained by the young men with the co-operation of the men of the Faculty. The exercises consist of essays, orations, debates and practice in extempore speaking and parliamentary drill.

THE SIGMA DELTA LITERARY SOCIETY is maintained by the young women of the school under the direction and cooperation of the women of the Faculty. It aims to deepen the interest of the students in literature, science, art and music; to give thorough drill in conducting meetings according to parliamentary rules, and to promote the social welfare of the school.

THE GRATIS CLUB is a group of the younger girls organized for the purpose of carrying on systematically certain forms of charitable work in the community. Their gifts thus far have been tendered for the most part to poor children. There is also a Gratis Junior Club in the Preparatory Department that co-operates with the other club in the general philanthropic work.

THE SOCIETAS LATINA was organized in 1925 and has a membership of about forty students. Last year there was a competitive exhibition of modern articles having their analogues in ancient Roman life.

ALUMNI ASSOCIATION

THE ALUMNI ASSOCIATION holds its annual meeting on Monday noon of Commencement week. To this meeting all former students, whether graduates or not, are invited, including husbands and wives.

FRED R. YOST, *President*
 MRS. PHILLIP B. DEANE, *Vice President.*
 MRS. HERMAN GAILEY, *Secretary.*
 ARTHUR WALKER, *Treasurer.*

Scholarships and Prizes

THE following annual prizes are offered each year under the conditions indicated, and are awarded at the Commencement exercises. Only students who are in full class standing may compete for them.

Prize
THE HEADMASTER'S MEDALS—Two medals are awarded to that boy and that girl in the fourth, fifth, or sixth forms who in the opinion of the members of the Faculty have made the greatest improvement in school work and school spirit during the year.

~~Two medals are awarded to that girl and that boy of the first, second or third forms who in the opinion of the members of the Faculty have made the greatest improvement in school work and school spirit during the school year.~~

Awarded in 1933 to LUCILLE HEIGES, HORACE KEESEY

Awarded in 1934 to BARBARA IMMEL, PARKE ESHBACH

THE FACULTY PRIZE—Two prizes, each in books, are awarded to that girl and that boy of the fourth, fifth, or sixth forms chosen by the Faculty as the most conspicuous for their sterling character, high scholarship, and excellent leadership of their respective sexes.

~~Two prizes, each in books, are awarded to that girl and that boy of the first, second, or third forms chosen by the Faculty as the most conspicuous for their sterling character, high scholarship, and excellent leadership of their respective sexes.~~

Awarded in 1933 to ISABEL KURTZ, ROBERT REIDER

Awarded in 1934 to MARY JANE SHELLENBERGER

THE SARAH E. SPAHR PRIZE in general scholarship; ten dollars in gold to the student in the third, fourth, fifth, or sixth forms who has attained the highest general average for the year in all studies. The winner is not eligible for money prizes in single subjects.

Awarded in 1933 to JUNE CARPENTER

Awarded in 1934 to JUNE CARPENTER

THE WOMAN'S CLUB PRIZE—The Woman's Club of York awards a year's membership in the club to the young woman member of the graduating class who has attained the highest general average, and who is a resident of York or York County.

Awarded in 1933 to HELENE GERBER

Awarded in 1934 to JUNE CARPENTER

YORK MANUFACTURERS' ASSOCIATION PRIZE in Mathematics. Five dollars in gold is awarded to the student in the Upper School who has received the highest average in mathematics for the year.

Awarded in 1933 to HARRY STOTT

Awarded in 1934 to JOHN FREY

YORK ENGINEERING SOCIETY PRIZE—A prize of five dollars in gold is awarded to that student of the physics class and that student of the chemistry class who has received the highest average for the year.

Awarded in 1933 to CHARLES HUMER, JOHN ARTHUR

Awarded in 1934 to JAMES ARTHUR, CHARLOTTE THRONE

YORK CHAMBER OF COMMERCE PRIZE—Five dollars in gold is awarded to the member of the United States History class who has received the highest average for the year.

Awarded in 1933 to JANET GROFT

Awarded in 1934 to ELEANOR REES

ENGLISH PRIZE BY THE CLASS OF 1926—The award is made to the student in the Upper School who has attained the greatest proficiency in English during the year.

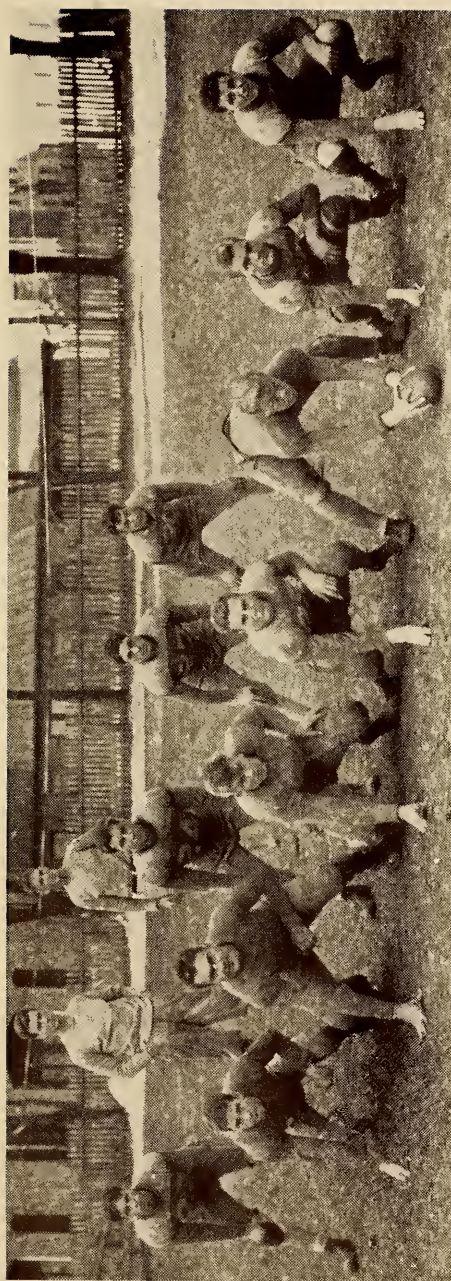
Awarded in 1933 to ISABEL KURTZ

Awarded in 1934 to ELEANOR REES

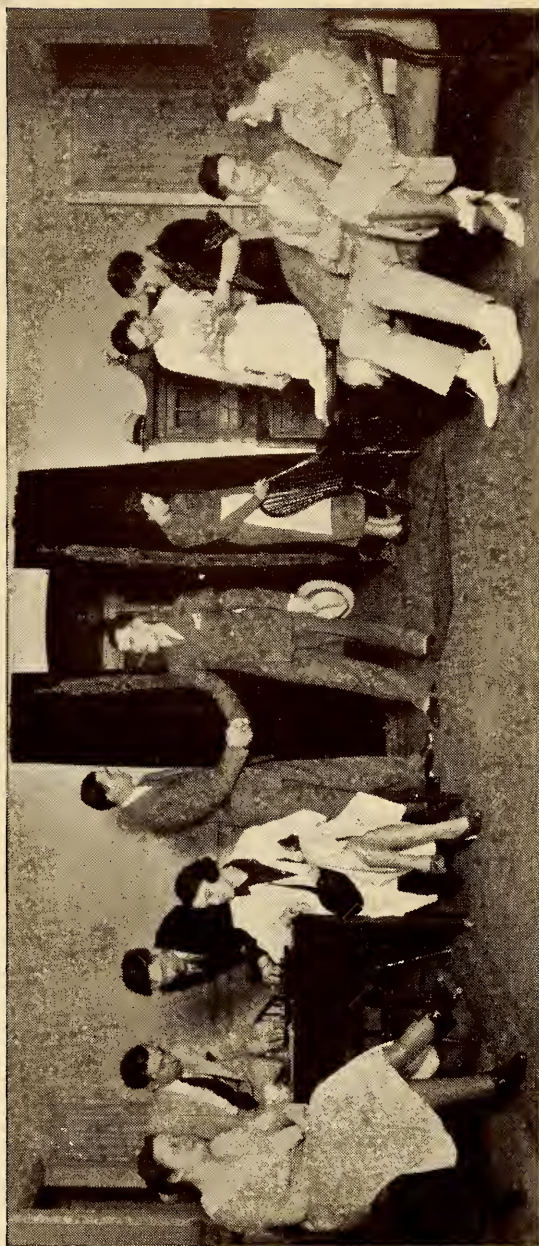
RENSSELAER POLYTECHNIC INSTITUTE GOLD MEDAL—Awarded by the Pittsburgh Alumni Association to a male member of the graduating class who has made the best record in mathematics and science.

Awarded in 1933 to ROBERT LINDEMUTH

Awarded in 1934 to JAMES ARTHUR



GRID WARRIORS IN SCRIMAGE FORMATION



MEMBERS OF CAST OF SENIOR PLAY "SKIDDING"

LATIN PRIZE—Five dollars in gold is awarded to the girl or boy of the Upper School who received the highest average in Latin for the year.

Awarded in 1933 to DONALD DANNER

Awarded in 1934 to JOSEPHINE McCLELLAN

FRENCH PRIZE—A gold medal is awarded to the girl or boy of the Upper School who has received the highest average in French for the year.

Awarded in 1933 to JUNE CARPENTER

Awarded in 1934 to JUNE CARPENTER

SENIOR TENNIS PRIZE—Two silver cups are awarded to that boy and that girl of the fourth, fifth and sixth forms of the Upper School who win the Tennis Singles Tournament.

Awarded in 1933 to HORACE KEESEY, MARGARET SMALL

Awarded in 1934 to RALPH WILTON, MARGUERITE MOORE

JUNIOR TENNIS PRIZE—Two silver cups are awarded to that boy and to that girl of the Lower School and Forms One, Two, or Three of the Upper School who win the Tennis Singles Tournament.

Awarded in 1933 to MARY JANE HUMMEL AND JOHN SMALL

Awarded in 1934 to BETTY JOHNSTONE AND JOHN SMALL

DECLAMATION CONTEST—Mr. Johnson offers a prize of two and one-half dollars to the girl and a similar prize to the boy in the upper school who are winners in a declamation contest held in March.

Awarded in 1933 to JANET GROFT AND CHARLES ELSTRODT

Awarded in 1934 to JUNE CARPENTER AND ROBERT CHAPIN

DRAMATICS PRIZE—An award is made to the boy or girl who has proven most able during the year in dramatic presentations.

Awarded in 1933 to JOHN FARLEY

Awarded in 1934 to HENRY HOFFACKER

SCHOLARSHIPS

THE COLEMAN SCHOLARSHIP FUND—This trust fund, established by Mr. Samuel Small, the founder, provides scholarships for young men desiring to prepare themselves for the Gospel min-

istry, in accordance with the following provisions of the Trust Agreement:

"The annual interest and increase thereof shall be appropriated by the Board of Trustees to the education and support of young men, while students in said Institute, who may desire to prepare themselves for the Gospel ministry. Provided, That no part of the interest or income of said Fund shall be paid or expended for the education or support of any student unless he shall have been recommended by the Presbytery of Westminster, (or that Presbytery to which the First Presbyterian Church of the Borough of York, commonly called 'The English Presbyterian Congregation of York, Pa.,' shall belong) which Presbytery shall be in regular connection with the 'General Assembly of the Presbyterian Church in the United States of America,' and also recommended by the President of the Faculty of said Institute, and approved by the Board of Trustees. Provided also, That no more than one hundred and fifty dollars shall be paid from the Fund, for a single student in any one year. And, provided further, that, in admitting students to the benefits of said Scholarship Fund, under the foregoing provisions, the Board of Trustees shall always give preference to those who shall have been permanent residents of said County of York previously to becoming students in the Institute; but any student who shall have begun to receive the benefit of said Fund may continue to enjoy the same until his connection with the Institute, as a student, shall cease, unless he forfeit his claim by unworthy conduct."

ACADEMY SCHOLARSHIPS—The charter of the York County Academy provides that "there shall be admitted into the said Academy any number of poor students, who may at any time be offered, in order to be taught gratis, Provided the number so admitted shall at no time be greater than seven, and that none of said students shall continue longer than two years, if others should offer."



Commencement

TUESDAY AFTERNOON, JUNE SIXTH
PROCESSIONAL MARCH

Invocation.....DR. EDGAR F. HOFFMEIER

ADDRESS

"New Values".....DR. WM. MATHER LEWIS

Presentation of Senior Gift.....ROBERT REIDER

Honors and Awards.....MR. JOHNSON AND MR. LECRON

Honor Group.....HELENE DANNER GERBER

Presentation of Diplomas,

MR. GEORGE W. GROSS AND DR. CLINTON E. WALTER

BENEDICTION.....DR. EDGAR F. HOFFMEIER

1933

HONOR GROUP

Students with an average of 90

HELENE DANNER GERBER

CLASS ROLL

| | |
|------------------------------|---------------------------|
| JOHN WILLIAM ARTHUR | ROBERT JOSEPH HELLER |
| EARL RHODES DOLL | PHILLIP HENRY HERSHEY |
| CHARLES HARRY ELSTRODT | CHARLES LEVAN HOFFMEIER |
| JOHN MARSHALL FARLEY | MILTON SAMUEL HOKE |
| CHARLES FRANKLIN FEISER, JR. | JOSEPH HENRY KRUG |
| RUSSELL HENRY FETROW | BESS CECELIA LANG |
| JOHN PHILLIP FREY | ROBERT BITNER LINDEMUTH |
| HELENE DANNER GERBER | ROBERT OMER REIDER |
| JANET KATHLEEN GROFT | MARLET ALLEN SIPE |
| CHARLES FRANKLIN HAWKINS | FREDERICK WILLIAM STABLEY |
| LUCILLE WEISER HEIGES | HARRY BARTON STOTT |
| MARIE IRENE HEIGES | HALDEMAN STRICKLER WERTZ |
| MARY LOUISE WILTON | |

Enrollment 1933-1934

FORM SIX

| | |
|-----------------------------|--------------|
| ARTHUR, James William | YORK |
| BENTZEL, Bernard Charles | YORK |
| BIEVENOUR, Donald Edgar | YORK |
| BUCKINGHAM, Lewis | YORK |
| CHAPIN, Robert | YORK |
| CARPENTER, Helen June | YORK |
| ELLIS, Erlene Rebecca | YORK |
| ESHBACH, Parke Brubaker | WRIGHTSVILLE |
| HAINES, Mahlon N., Jr. | YORK |
| HIRSHON, Mary Lehmayer | YORK |
| HOCHBERGER, Leopold | YORK |
| HOFFACKER, Henry Jacob | HANOVER |
| HUMER, Charles Edward | YORK |
| KLEINSCHMIDT, Marion Louise | YORK |
| LEIPHART, Clarence Daron | HALLAM |
| LEWIS, Miriam Frazer | YORK |
| MCCALL, Hugh Whiteford | YORK |
| MANIFOLD, Anne Catherine | YORK |
| MILLER, Herbert McCleary | YORK |
| MILLER, Walter Edward | YORK |
| MOORE, Marguerite Mary | YORK |
| REES, Eleanor Florence | HANOVER |
| REBERT, John | YORK |
| STAIR, William Mylin | YORK |
| STERNER, Robert | HANOVER |
| STAMBAUGH, Maurice | YORK |
| THRONE, Charlotte | YORK |
| TRONE, Mary Glynn | HANOVER |

FORM FIVE

| | |
|---------------------------|--------------|
| BARTON, Margaret Arabelle | YORK |
| DANNER, Donald Malcolm | SPRING GROVE |
| DEMPWOLF, Mary Emma | YORK |
| DEVINE, George Clifford | YORK |
| EISENHART, Lucy Pfahler | YORK |
| FREY, Mary Elizabeth | YORK |
| FREY, George | YORK |

| | |
|----------------------------|--------------|
| FREY, Robert Samuel | YORK |
| FOX, Roy Schmuck, Jr. | YORK |
| HELTIBRIDGE, Daniel Luther | HANOVER |
| HORN, Paul | YORK |
| KLINEDINST, Daniel Jacob | MT. WOLF |
| KOPP, Mary Jane | YORK |
| LINDEMUTH, Franklin | YORK |
| LUTZ, Donald Filler | DALLASTOWN |
| RUHL, Joseph Rabe | YORK |
| SHELLENBERGER, Mary Jane | YORK |
| TROSTEL, Louise Anderson | YORK |
| WILTON, Ralph P., Jr. | WRIGHTSVILLE |
| YOUNG, Harry William | HANOVER |
| STRICKLER, Edward M. | YORK |

FORM FOUR

| | |
|-------------------------------|--------------|
| BILLMEYER, Henrietta Williams | YORK |
| BECK, Robert | YORK |
| DEMPWOLF, Anna Louise | YORK |
| EMERTON, Margaret Elizabeth | YORK |
| ENDERLIN, Luther Ellsworth | YORK |
| FACKLER, Jean Brinton | YORK |
| IMMEL, Barbara Herman | YORK |
| KURTZ, Della Margaret | YORK |
| MCCLELLAN, Josephine | SPRING GROVE |

FORM THREE

| | |
|----------------------------|-----------|
| BUPP, Ellen Rebecca | YORK |
| HUMMEL, Mary Jane | YORK |
| JENKINS, Lois Amelia | YORK |
| MAENCHE, Albert | YORK |
| SMALL, John Henry | YORK |
| WHITELEY, Ann Osborne | YORK |
| WHITELEY, Catherine Louise | YORK |
| YODER, Sally Elizabeth | JEFFERSON |

FORM TWO

| | |
|--------------------------|----------|
| EMERTON, Jean | YORK |
| GRUMBACHER, Anne | YORK |
| JOHNSTONE, Marian Louise | YORK |
| KEGLER, Joan Oakley | YORK |
| KEGLER, Katherine | YORK |
| KNAUB, Hilda | MT. WOLF |
| LAFFAN, Betty Ball | YORK |

| | |
|----------------------|--------------|
| McCLELLAN, Catharine | SPRING GROVE |
| SHENBERGER, Ferne | WINDSOR |
| STEACY, John Wesley | YORK |
| STILES, PHILLIP | YORK |

FORM ONE

| | |
|---------------------------------|--------------|
| CULP, Theodore Francis | YORK |
| GAILEY, Herman Anderson, Jr. | YORK |
| GLATFELTER, Theodore McClellan | SPRING GROVE |
| HARTZELL, Edwin Walter, Jr. | YORK |
| HARDINGE, Byron | YORK |
| HIMES, John White | YORK |
| JOHNSON, Ella Elizabeth | YORK |
| KEESEY, Margaret McKinnon | YORK |
| RODGERS, Phyllis Jesse | YORK |
| SCHMIDT, Helen Muriel | YORK |
| SHELLENBERGER, John Mohler, Jr. | YORK |
| WHITELEY, Purdon Beauchamp | YORK |
| WHITELEY, Susan | YORK |

GRADE SIX

| | |
|--------------------------|------|
| BOOKER, F. Marshall, Jr. | YORK |
| BUPP, Walter | YORK |
| FOX, Helen Sprengle | YORK |
| KURTZ, Mary Small | YORK |
| MEDILL, Mary | YORK |
| MCLEAN, Betty Louise | YORK |
| RICHTER, Betty Barnes | YORK |
| RODGERS, Dorothy Sophia | YORK |

GRADE FIVE

| | |
|-----------------------------|--------------|
| BARWICK, Jack Hershey | YORK |
| BROOKS, Elizabeth Johnson | YORK |
| DAVIDSON, David McClellan | YORK |
| DEMPWOLF, Charlotte Smith | YORK |
| ELLIS, Helen Louise | YORK |
| HETRICK, Nancy Jane | YORK |
| JOHNSON, Lester Fremen, Jr. | YORK |
| KINDIG, Joe | YORK |
| McCLELLAN, Henry Bruce | SPRING GROVE |
| SCHMIDT, Josephine Small | YORK |
| SMALL, Ann Logue | YORK |
| STAUFFER, Mary Salome | YORK |

GRADE FOUR

| | |
|----------------------------------|------|
| ANDERSON, Joseph | YORK |
| APPELL, Louise Jacob, Jr. | YORK |
| GAILEY, Edwin McConkey | YORK |
| HARTZELL, Marian Louise | YORK |
| HORTON, India Cadot | YORK |
| KURTZ, Julia Carson | YORK |
| ROSENMILLER, Joseph Lewis | YORK |
| WHITELEY, Constance Starkweather | YORK |
| WILLIAMS, George, III | YORK |

GRADE THREE

| | |
|------------------------|------------|
| GRENOBLE, Phoebe | HARRISBURG |
| STEACY, Katherine King | YORK |

GRADE TWO

| | |
|--------------------------|--------------|
| APPELL, George | YORK |
| BARWICK, Betty Jean | YORK |
| EHRENFELD, Nina | YORK |
| GLATFELTER, George | SPRING GROVE |
| MCCLELLAN, Mary Hamilton | SPRING GROVE |
| WILLIAMS, Jean Rudy | YORK |

GRADE ONE

| | |
|---------------------------|------|
| BAKER, Mary Elizabeth | YORK |
| BROOKS, Karl, Jr. | YORK |
| CARPENTER, George L., Jr. | YORK |
| COHN, Barbara Jean | YORK |
| COOVER, Doris Jean | YORK |
| FOX, Mary Gitt | YORK |
| GOTWALD, Julia | YORK |
| LECRON, Betty Lee | YORK |
| LLOYD, James Irvin | YORK |
| MCNAUGHT, Ann Shipley | YORK |
| SCHMIDT, Helen Margaret | YORK |
| SPENCER, Mary | YORK |
| WHITELEY, Sally Wells | YORK |
| WHITEMORE, Ann Noble | YORK |

KINDERGARTEN

| | |
|-------------------------|------|
| BECK, Stuart Morgan | YORK |
| DEMPWOLF, Sarah Helen | YORK |
| DUFF, George Dewey, Jr. | YORK |

| | |
|------------------------------|------|
| FRANK, Henry Emerson, Jr. | YORK |
| FRANK, Gloria Alice | YORK |
| HENNESSEY, Nancy | YORK |
| HOLLANDER, Lucille | YORK |
| HYDEMAN, Lee Mitchell | YORK |
| KEESEY, Horace | YORK |
| KINDIG, Mary Josephine | YORK |
| KING, Warren Edward, Jr. | YORK |
| LEVIN, Greta Phyllis | YORK |
| LIVINGSTON, Margaret Alice | YORK |
| NAYLOR, Richard Harvey | YORK |
| OTTEMILLER, Creston F., Jr. | YORK |
| OWINGS, Rosa | YORK |
| PLITT, Margaret Jeannette | YORK |
| SMITH, Allen | YORK |
| VEDDER, Wentworth Darcy, III | YORK |

SPECIAL STUDENTS

| | |
|--------------------------|------------|
| DOLL, Earl Rhodes | MOUNT WOLF |
| FREY, John Phillip | YORK |
| LINDEMUTH, Robert Bitner | YORK |
| SINGER, Herman | GERMANY |

